DOCUMENT RESUME

ED 245 216 CS 007 717

TITLE	Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE	84
NOTE	13p.; Pages may be marginally legible.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Cognitive Processes; Dietetics; Doctoral Dissertations; Elementary Secondary Education; Higher Education; Learning Theories; Listening Comprehension; Parent Role; Personality Traits; Readability; *Reading Achievement; *Reading Attitudes; Reading Comprehension; *Reading Instruction; *Reading Research; *Teacher Role; Teaching Methods

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) the effects of a six-months school entrance age difference on reading, mathematics, and language achievement in primary school children; (2) relationships among reading attitude, self-concept, and reading achievement of academically talented intermediate grade students; (3) listening comprehension; (4) the immediate influence of protein on reading achievement; (5) the effect of student mobility on the time required for placement at three basal reading levels; (6) the trope density of social studies textbooks; (7) the effects of ECRI on reading achievement; (8) the relationship between children's concept of story and reading comprehension of narrative prose; (9) first grade students' original narratives as a reflection of schema for story and of the relationship between schema for story and reading readiness and reading achievement; (10) teacher influence on the reading attitudes and reading behavior of seventh grade language arts students; (11) readability and the cognitive-conceptual aspects of reading; and (12) the effects of children's achievement in reading and attitude toward reading resulting from parent-introduced reading games. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED245216

Reading Achievement: Characteristics Associated with Success and Failure:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1984, (Vol. 44 Nos. 7 through 12).

Compiled by the Staff
of the
ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
UMI
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS007717

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1984 by University Microfilms International) and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Alston, Gene Robert
THE EFFECTS OF A SIX MONTHS SCHOOL ENTRANCE AGE DIFFERENTIAL ON READING, MATH, AND LANGUAGE ACHIEVEMENT AT THE FIRST AND THIRD GRADE LEVEL

Bates, Patricia Lynne
A STUDY OF THE RELATIONSHIPS AMONG READING ATTITUDE, SELF-CONCEPT, AND READING ACHIEVEMENT OF ACADEMICALLY TALENTED FIFTH- AND SIXTH-GRADE STUDENTS

Curd, Frances Sharon
LISTENING COMPREHENSION: THE PREDICTION OF READING AND LANGUAGE ARTS ACHIEVEMENT IN THE LOWER ELEMENTARY GRADES

Dittus, Carolyn Helen
THE INFLUENCE OF INSTRUCTIONAL APPROACH, INSTRUCTION/TEST OVERLAP, AND STUDENT BEHAVIOR ON READING ACHIEVEMENT

Falast, Judy Ann
THE IMMEDIATE INFLUENCE OF PROTEIN ON READING ACHIEVEMENT

Feldman, Mary Jane
EVALUATING PRE-PRIMER BASAL READERS USING STORY GRAMMAR

Gillespie, Cynthia Ann
THE EFFECT OF STUDENT MOBILITY ON THE TIME REQUIRED FOR PLACEMENT AT THREE BASAL READING LEVELS

Greene, Thyria Salome
THE TROPE DENSITY OF FOURTH, SIXTH, EIGHTH AND TENTH GRADE SOCIAL STUDIES TEXTBOOKS

Hughes, Marian Lucille
THE EFFECTS OF ECRI ON READING ACHIEVEMENT

Kandaras, Barbara McLaury
THE EFFECTS OF INTRADISTRICT MOBILITY AND PROGRAM CHANGE ON THE READING ACHIEVEMENT OF FIRST GRADE STUDENTS

Lancaster, Michael Kenneth
FIELD DEPENDENCE-FIELD INDEPENDENCE, EMBEDDED READING, AND READING ACHIEVEMENT IN SECOND GRADE STUDENTS

Naylor, Susan Brumley
A COMPARISON OF AVID AND RELUCTANT READERS IN GRADES FOUR, FIVE, AND SIX

Palm, Connie Kay
THE EFFECTS ON CHILDREN'S ACHIEVEMENT IN READING AND ATTITUDE TOWARD READING RESULTING FROM THE INTRODUCTION OF READING GAMES INTO THE HOME BY TRAINED PARENTS

Pleasnick, Walter Ernest
AN INVESTIGATION OF FIRST-GRADERS' ORIGINAL NARRATIVES AS A REFLECTION OF SCHEMA FOR STORY AND OF THE RELATIONSHIPS BETWEEN SCHEMA FOR STORY AND READING READINESS AND READING ACHIEVEMENT

Rose, Mary Louise Rogers
THE RELATIONSHIP BETWEEN CHILDREN'S CONCEPT OF STORY AND READING COMPREHENSION OF NARRATIVE PROSE

Shea, Thomas Charles
AN INVESTIGATION OF THE RELATIONSHIPS AMONG SELECTED INSTRUCTIONAL ENVIRONMENTS, PREFERENCES FOR THE LEARNING STYLE ELEMENT OF DESIGN, AND READING ACHIEVEMENT TESTING OF NINTH GRADE STUDENTS TO IMPROVE ADMINISTRATIVE DETERMINATIONS CONCERNING EFFECTIVE EDUCATIONAL FACILITIES

Turner, Mary Anne
SEX-ROLE IDENTITY OF CHILDREN AND ITS RELATIONSHIP TO THE SEX-ROLE IDENTITY OF PARENTS AND TEACHERS, AND TO READING INTERESTS, ATTITUDES TOWARD READING, AND LEVEL OF READING PROFICIENCY

Vargas, Judith A.
THE RELATIONSHIP OF VOCATIONAL IDENTITY TO READING ACHIEVEMENT AND LOCUS OF CONTROL IN COMMUNITY COLLEGE STUDENTS

Williams, Norma J.
READABILITY AND THE COGNITIVE-CONCEPTUAL ASPECTS OF READING: AN ANALYSIS OF THE RESEARCH AND LITERATURE (1962-1982) AND SELECTED INTERPRETIVE MODELS

Wolski, Paula Ignatius
THE EFFECT OF SEVENTH-GRADE READING ACHIEVEMENT OF CONGRUENCE BETWEEN MOTHER AND CHILD'S PERCEPTION OF CHILD'S PERSONALITY TRAITS

Wooten, Ann Martin
TEACHER INFLUENCE ON THE READING ATTITUDES AND READING BEHAVIOR OF SEVENTH GRADE LANGUAGE ARTS STUDENTS

THE EFFECTS OF A SIX MONTHS SCHOOL ENTRANCE AGE DIFFERENTIAL ON READING, MATH, AND LANGUAGE ACHIEVEMENT AT THE FIRST AND THIRD GRADE LEVEL

Order No. DA8325321

ALSTON, GENE ROBERT, PH.D. *Saint Louis University*, 1983. 148pp.

This study was to discover the relationship between the achievement of early entrant boys into the first grade with that of late entrant boys. It examined the relationship between the key independent variable (age of entrance) and achievement level in school.

This study was carried out with one group of 95 older boys and one group of 56 younger boys. Since there were only 56 younger boys with first and third grade matched scores, all 56 were included in the younger group. Likewise, since there were only 95 older boys with first and third grade matched scores, all 95 were included in the older group. The above decisions ruled out a systematic random sampling for each group. Included in this study were 47 boys who were designated as "too old" because even though their birthdate was prior to December 2, 1971, they were in the third grade for the 1980-1981 school year.

This investigation compared the mean differences of the two groups and their standard deviations in language, math, and reading achievement at the end of the first and third grades as measured by California Achievement Tests. Differences in means were subjected to the t-test of significance. This research was a restrospective longitudinal study for the 1980-1981 group of third grade younger, older, and too old groups of boys.

The data gathered from a demographic questionnaire on these younger and older boys was used to (a) determine the significance of the relationship between entrance age and certain variables as participation in remedial programs, grades in school, siblings, preschool experience, and reading to the child; and to (b) compute correlations between mean achievement of the three groups of the following variables: (1) child's entrance age, (2) parent's education, and (3) parent's economic status.

An analysis of variance was done for the first and third grade language, math, and reading achievement total score for each group. Total scores were given as Grade Equivalences (G.E.), Percentiles, and Normal Curve Equivalences (N.C.E.).

The first hypothesis that older boys would achieve significantly higher than younger first grade boys was not supported. Hypthesis number two that boys of parents of greater educational background would achieve significantly higher than boys of lesser educational background was supported. Hypothesis number three that boys of parents of higher income status would achieve significantly higher than boys of parents of lower economic status was supported.

A STUDY OF THE RELATIONSHIPS AMONG READING ATTITUDE, SELF-CONCEPT, AND READING ACHIEVEMENT OF ACADEMICALLY TALENTED FIFTH- AND SIXTH-GRADE STUDENTS

Order No. DA8322838

BATES, PATRICIA LYNNE, PH.D. *Indiana State University*, 1983. 89pp. Chairman: Dr. Uanita Gibbs

This study investigated the relationships existing among reading attitude, self-concept, and reading achievement of academically talented fifth- and sixth-grade students. The major research questions were: (1) Are reading attitude scores and self-concept scores related to reading achievement? (2) Is there a relationship between reading attitude and self-concept? (3) Do boys differ from girls in reading attitude, self-concept, and reading achievement?

Data were obtained from fifth- and sixth-grade students enrolled in classes for the academically talented. A total of 153 students were tested using the Survey of Reading Attitudes (Wallbrown, Brown, and Engin, 1977) to assess reading attitudes and the ME Scale (Feldhusen, 1980) to assess the self-concepts of the gifted subjects. Reading achievement scores were collected from the Iowa Tests of Basic Skills.

Multiple regression analyses were used to measure any significant predictive abilities of reading attitude scores and self-concept scores on reading achievement for the total group and for girls and boys separately. The Pearson Product Moment Correlation test was used to test for a significant relationship between reading attitude scores and self-concept scores. T-tests were used to measure any existing differences between boys and girls in reading attitudn scores, self-concept scores, or reading achievement scores.

The findings of this study showed that: (1) Reading attitude scores and self-concept scores can be used to predict reading achievement of academically talented students when boys and girls are considered together. (2) Reading attitude scores and self-concept scores did not significantly predict reading achievement of the gifted girls alone. (3) Reading attitude scores and self-concept scores did not significantly predict reading achievement of the gifted boys alone. (4) Self-concept scores were found to be significantly related to the several reading attitude subscales. (5) No statistically significant differences were found between boys and girls as to their self-concept scores or reading achievement scores.

LISTENING COMPREHENSION: THE PREDICTION OF READING AND LANGUAGE ARTS ACHIEVEMENT IN THE LOWER ELEMENTARY GRADES

Order No. DA8402723

CURD, FRANCES SHARON, ED.D. *The University of Tennessee*, 1983. 225pp. Major Professor: Dr. Paul C. Burns

The major purpose of this study was to determine the usefulness and applicability of listening comprehension as a tool for predicting reading and language arts achievement in the lower elementary grades. Additional purposes centered on locating the reading and language arts components most related to listening comprehension and to determine if these correlations would remain stable over time.

The investigation was conducted at the second, third, and fourth grade levels of the Johnson County School System, Mountain City, Tennessee. The reading and language arts strands from parallel forms JS and KS of *The Metropolitan Achievement Test-Survey Battery* were administered to 102 students during November 1982 and February 1983. The statistical techniques chosen to complement the purposes and research questions were Stepwise Multiple Regression, Pearson-Product Correlation Analysis, the Paired Differences t-Test, and a Run's Test.

The findings relative to the major purpose indicated that listening comprehension was not the single best predictor of reading and language arts achievement. Other language arts and reading components emerged as more substantial predictor of achievement than listening. The findings relative to the additional purposes indicated that the correlations between listening and the individual reading and language arts components did not remain stable over time. Further, punctuation, grammar, and study skills were the language components most related to listening comprehension. Inferential and literal specific comprehension were the reading components most related to listening comprehension.

The investigator concluded that a test of listening comprehension may not be viable for classroom use in predicting reading and language arts achievement. Further, the lack of stability in the correlational relationships may indicate that correlations should not be viewed as absolutes.

Further study might be concerned with the development of a listening test applicable for the lower elementary levels. Analysis of listening processes could possibly lead to an increased understanding of how lower elementary children perceive, assimilate, adapt, and apply linguistic constraints of language. Additional study of comprehension is needed to explore the commonalities of listening comprehension and reading comprehension.

THE INFLUENCE OF INSTRUCTIONAL APPROACH, INSTRUCTION/TEST OVERLAP, AND STUDENT BEHAVIOR ON READING ACHIEVEMENT Order No. DA8325870

DITTUS, CAROLYN HELEN, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1983. 142pp. Chairperson: Maurie Hillson

The major purpose of this study was to investigate the effects of three different approaches to beginning reading on the achievement of first grade students. A further objective was to evaluate the instruction/test overlap, a match between instructional content and test content. Basic differences in classroom practices were examined through systematic observation of student reading behaviors and of teaching behaviors.

Conclusions. The results of the comparison of the three treatments revealed the effect of method on reading achievement yielded significant differences between the Phonic/Linguistic approach and the Language Experience approach on two measures of the Woodcock Reading Mastery Tests: Word Attack and Passage Comprehension. Differences between the Basal/Whole Word treatment and the Phonic/Linguistic treatment were not significant, however, nor were differences between the Basal/Whole Word treatment and the Language Experience approach.

One type of observed student reading behavior, Off Task Reading, was significantly related to an achievement measure. Six types of teaching behaviors or instructional practices indicated significant differences among treatments in frequency of occurrence per pupil engagement. Overlap measures did not correspond to significant differences in treatment outcomes.

Appraisal. In the evaluation of programs, analyses of student reading behaviors and of teaching behaviors indicated that differences among treatments can be detected throgh systematic observation and related to outcomes.

THE IMMEDIATE INFLUENCE OF PROTEIN ON READING ACHIEVEMENT Order No. DA8325362

FALAST, JUDY ANN, PH.D. *Saint Louis University*, 1983. 82pp.

The purpose of this study was to determine whether or not fourth graders' reading achievement and visual discrimination test scores were affected by protein intake.

Subjects. The subjects for this study consisted of fifty-one fourth graders from a population which was essentially white and of a upper-middle (class) socioeconomic status. Of the fifty-one subjects involved in this study, only thirty-five were included in the statistical analysis. The subjects had an educational ability of 100 or more as determined by the SRA Achievement Series (SRA, inc., 1979).

Procedures. The data consisted of reading achievement test scores obtained at three points in time on each subject. The daily protein intake of each subject was determined using the 24-Hour Dietary Recall Checklist (Falast, unpublished) within a twenty-four hour period before the reading tests were administered. In addition, each subject's visual discrimination acuity was assessed using the Jordan Left-Right Reversal Test (Jordan, 1980) when the first measurement of reading achievement was taken.

Findings. According to the data, those fourth graders who met or exceeded the recommended daily protein intake based on weight performed better on reading achievement test scores than those fourth graders who do not meet the recommended daily protein intake based on weight. There was no difference in the visual discrimination tests scores between those fourth graders who met or exceeded the recommended daily protein intake based on weight and those who did not meet recommended daily protein intake based on weight. Furthermore, there was no difference in reading achievement or visual discrimination test scores between the sexes.

Recommendations. (1) Further research needs to be conducted into defining an "optimal" level of protein intake. (2) A parallel study should be conducted utilizing a larger and a more diversified population.

EVALUATING PRE-PRIMER BASAL READERS USING STORY GRAMMAR Order No. DA8401655

FELDMAN, MARY JANE, PH.D. *State University of New York at Buffalo*, 1983. 98pp.

The present study evaluated pre-primer basal reading materials using the Johnson and Mandler (1980) story grammar, which is a model of narrative text structure. The purpose of the study was to show that the typical basal reader text format is more difficult to read and comprehend than text that conforms to the rules of the story grammar.

Three stories from two widely used series were selected and re-written in accord with the rules of the story grammar. Subjects were 96 first graders who were seen individually and randomly assigned to one of eight conditions. The eight conditions were formed by a 2 x 2 x 2 crossed design. Each of the three conditions in the design had 2 levels as follows: (1) the story condition was (a) story grammar story or (b) basal reader story; (2) the picture condition was (a) pictures present or (b) pictures absent; and (3) the presentation condition was (a) oral reading or (b) listening to a tape recording.

The following conclusions were drawn: (1) there were no significant differences between the story grammar and basal reader conditions on words read per second, words skipped, or reading errors during oral reading; (2) children who read or listened to story grammar stories had higher gist recall, lower fragmentary recall, more correct story details, and fewer additions to the stories than children who read or listened to basal reader stories; (3) the recall for stories with pictures was not different from the recall for stories with no pictures, with the exception that the pictures present condition resulted in more logical additions to the stories than the pictures absent condition; and (4) children who listened to stories had higher gist recall, more correct story details from propositions but fewer correct details from questions, and made more logical additions than children who read stories.

These findings suggest that the format of the typical pre-primer basal reader text is not structured as well as the rewritten story grammar version. Further, the premise that beginning reading materials must use highly limited vocabulary and limited sentence length is not supported. Such restrictions make comprehension more difficult than a story with a fuller, more complete message structured in a way suited to ease of story processing.

THE EFFECT OF STUDENT MOBILITY ON THE TIME REQUIRED FOR PLACEMENT AT THREE BASAL READING LEVELS Order No. DA8326701

GILLESPIE, CYNTHIA ANN, ED.D. *Northwestern State University of Louisiana*, 1983. 88pp. Directed by: Dr. Bennie G. Barron

The purpose of the study was to investigate the effect of student mobility on the time required for placement at the 2^1, 3^1 and 4 basal reading levels. A static-group comparison design was used to compare the mobile and non-mobile groups at each level. An F ratio was computed for the two groups at each level, independent of the groups at the other two levels.

For the purposes of the study, student mobility, the independent variable, was defined as the movement of a student from one school district to another which resulted in a change in basal reading program. Included in the populations of the study were 1,393 students

in grades two through six from two rural central Louisiana school districts. At the 2¹ basal reading level forty-two mobile and fifty non-mobile students were included in the samples. Comprising the samples at the 3¹ basal reading level were forty-five mobile and forty-seven non-mobile students. Mobile students, forty-five in number, and fifty non-mobile students were contained in the samples at the 4 basal reading level.

Time, the dependent variable, was the number of months of reading instruction necessary for the student to achieve placement at the selected basal reading level. Time was computed by determining the number of school months between the student's initial entrance into first grade and when he first started receiving reading instruction at the basal reading level. Each complete school year was considered as nine months. Summer school attendance was addressed and one month was added for each summer attended.

Significance, at the .05 level, was found at the 2¹ basal reading level. However, only four percent of the difference was found to be attributable to the treatment. No significant difference was found at the 3¹ or 4 basal reading levels.

Included in the recommendations reported in the study were the need for: (1) additional research at the lower elementary grades, (2) further studies to determine other variables, besides mobility, which may have accounted for the significant difference at the 2¹ basal reading level and (3) replication of the present study in areas which use a different basal reading series.

THE TROPE DENSITY OF FOURTH, SIXTH, EIGHTH AND TENTH GRADE SOCIAL STUDIES TEXTBOOKS

Order No. DA8325675

GREENE, THYRIA SALOME, PH.D. *The Florida State University*, 1983. 114pp. Major Professor: Erwin H. Smith

The trope density of fourth, sixth, eighth and tenth grade social studies textbook series was studied to determine the most common type of trope found at each of the four grade levels. The investigator utilized sixteen social studies textbooks in seeking the answers to the following questions: (1) Is there a significant difference in trope density among the fourth, sixth, eighth and tenth grade social studies textbooks? (2) What is the most common type of trope found in fourth, sixth, eighth and tenth grade social studies textbooks?

Data were collected by examining sixteen social studies textbooks. The master trope, metaphor was divided into thirteen separate categories.

The differences between the trope density means of the fourth and sixth, fourth and eighth, fourth and tenth, sixth and eighth, sixth and tenth and eighth and tenth grades social studies textbooks were computed and *t*-tests were used to determine the significance of the differences. A frequency analysis count was used to determine the most common type of trope found at each of the two levels and the frequency rankings of the thirteen trope classifications.

In the data gathered there were no significant differences in the mean trope densities of fourth, sixth, eighth and tenth grade social studies textbooks. It was also found that the most frequently used tropes were personification, inanimate and frozen; and that the least frequently used tropes were sense, litote and incarnation.

THE EFFECTS OF ECRI ON READING ACHIEVEMENT

Order No. DA8404014

HUGHES, MARIAN LUCILLE, ED.D. *Drake University*, 1983. 142pp. Adviser: Dr. Edward E. Hakanson

The problem. This study was designed to compare reading achievement gain scores of students taught by the techniques promoted by the Exemplary Center for Reading Instruction (ECRI) and students taught using basal techniques.

Procedures. Questionnaires were answered by third grade teachers concerning their training and implementation of ECRI or basal techniques. Three ECRI teachers and three basal teachers were selected on the basis of their adherence to teaching techniques and those teachers' reading classes were then used for the study. The *Gates-MacGinitie Reading Tests*, Primary Level C, Form 1, were given in October 1981 to all participants. The students' ability levels were determined from their total normal curve equivalent scores. Form 2 was given in May, 1982. A two-way ANOVA was used to make a comparison of gain scores by technique and ability level and to check for interactions.

Findings. There were significant differences in vocabulary, comprehension, and total reading achievement between students taught by the basal technique and the ECRI technique with the basal mean gain scores showing gains at both the low and medium ability levels and a loss at the high ability level while the ECRI mean gain scores dropped in all three ability groups. There were no significant differences in interaction between ability and technique for vocabulary, comprehension, or total reading achievement.

Conclusions. There is no apparent advantage in using ECRI techniques to teach reading. The results of this study showed no significant positive differences in gain scores between ECRI technique and basal technique at any ability levels in vocabulary, comprehension, or total reading achievement. There were no significant interactions.

Recommendations. In further research on this topic, (1) other evaluative instruments could be used, (2) a word recognition evaluative instrument could be used, (3) the number of participants could be increased and randomly selected, (4) a larger population with a broader socioeconomic and ethnic range could be used, (5) the relationship between ECRI adherence and student achievement could be investigated, and (6) other methods of ECRI teacher selection could be explored.

THE EFFECTS OF INTRADISTRICT MOBILITY AND PROGRAM CHANGE ON THE READING ACHIEVEMENT OF FIRST GRADE STUDENTS

Order No. DA8400856

KANDARAR, BARBARA MCLAURY, ED.D. *University of Nevada, Reno*, 1983. 87pp.

This investigation focused on the concept that an intra-community move affects behavior related to achievement at a critical period of development--the first year of school--during instruction in the subject which is the basis of all further educational development--reading.

A review of the literature yields little data of a definitive nature on the effects of mobility on achievement. There tend to be many variables which, according to the research, can affect the relationship of mobility and achievement; however, no consensus has been reached in the research.

The population for this study consisted of 2466 first grade students who were enrolled in 33 public schools in Reno, Nevada. This population was screened for mobile/transient students who had moved only during their first year of school and had SAT test scores at both the end of first and fifth grade and for stable students who had been in one of two basal reading programs (Open Court or Lippincott) for five consecutive years and had SAT test scores at both the end of first and fifth grades.

The study examined ex post facto data to determine if mobility during the first grade affected the achievement of the mobile youngsters as compared to a group of students who did not move. In order to determine significance of the data, the T-Test of Analysis was employed.

Of twelve comparisons made, three groups had a significant difference at the .05 level of confidence and, three groups had practical differences. Although this study found significance in only three of the hypotheses tested, the trend in the study indicates that mobility of students at the first grade level from one beginning reading program to another or the same beginning reading program is negatively related to achievement at the end of first grade, but by the end of fifth grade the differences between the groups were not as great due in large part to the decrease in total reading mean scores on the part of the stable student population.

FIELD DEPENDENCE-FIELD INDEPENDENCE, EMBEDDED READING, AND READING ACHIEVEMENT IN SECOND GRADE STUDENTS

LANCASTER, MICHAEL KENNETH, ED.D. *University of Toronto (Canada)*, 1983.

An examination of the interrelationships among cognitive style, embedded reading, reading achievement and intelligence was investigated in a population of 97 second grade students. Cognitive style was measured by the Children's Embedded Figures Test (Karp & Konstadt, 1963). Reading achievement and intelligence were measured using the Gates-MacGinitie Reading Test and the Peabody Picture Vocabulary Test. An Embedded Reading Test was constructed to examine the relationship between cognitive style and reading achievement. The hypothesis that field independent children would be more advanced in both reading comprehension and vocabulary when compared to field dependent children was supported. Analysis of covariance confirmed the distinctiveness of field independence from general intelligence ($p < .0001$). The hypothesis that field independent children would demonstrate significantly greater disembedding proficiency on an embedded reading task was confirmed ($p < .0001$). The separability of the CEFT as an index of field independence from general intelligence was indicated by a principal components analysis.

A COMPARISON OF AVID AND RELUCTANT READERS IN GRADES FOUR, FIVE, AND SIX Order No. DA8405740

NAYLOR, SUSAN BRUMLEY, ED.D. *Memphis State University*, 1983. 102pp. Major Professor: Dr. Robert A. Kaiser

Purpose. The purpose of this study was to compare avid readers with reluctant readers on the basis of these variables: (1) preference for printed media and subject matter, (2) choices of settings for leisure reading, (3) reasons for reading/not reading, (4) factors which would motivate increased reading, (5) nonschool activities, (6) sibling order and family size, and (7) home environment.

Procedures. Avid and reluctant readers (N = 301) in grades four, five, and six were administered six instruments designed by the researcher to survey reading interests, reading settings, reasons for reading/not reading, motivations for increased reading, and nonschool activities. A home environment survey was completed by parents. Subjects were selected based on their leisure reading habits and their scores on the *Estes Attitude Scales* (reading subtest). No remedial readers were included in the sample.

Hypotheses were tested using students' *t*-test (two-tailed). Chi squares were computed for all categorical data to provide additional analysis of subjects' responses to specific survey items. Discriminant analysis was performed on selected groups of variables to determine which factors discriminated between groups.

Findings. Avid readers enjoyed a wider variety of printed media and subject matter, read in a greater number of settings, and indicated more reasons for reading than did reluctant readers. Reluctant readers indicated more reasons for neglecting to read than did avid readers. There was no significant difference in the number of factors that avid and reluctant readers indicated would cause them to read more. With the exceptions of hobbies and lessons, no significant differences were found between the nonschool activities of the two groups. The home environments of avid readers did not differ significantly from those of reluctant readers. Avid readers tended to come earlier in birth order than did reluctant readers with 60% of the avids being firstborn children as compared with 46% of the reluctants. In this study, avid readers were found to differ from reluctant readers mainly in the scope of their reading, and in the value they placed upon it.

THE EFFECTS ON CHILDREN'S ACHIEVEMENT IN READING AND ATTITUDE TOWARD READING RESULTING FROM THE INTRODUCTION OF READING GAMES INTO THE HOME BY TRAINED PARENTS Order No. DA8323229

PALM, CONNIE KAY, ED.D. *University of Cincinnati*, 1983. 236pp.

The purpose of this study was to investigate the effects on achievement in reading and attitudes toward reading resulting from the introduction of reading activities and games into the home by trained parents.

An experimental group with control group design was used with pretests and posttests given to measure achievement in reading and attitudes toward reading.

The subjects were randomly selected second, third, and fourth grade students from a small, religiously oriented, private elementary school in southeastern Florida, whose parents agreed to take part in the study. The researcher randomly assigned twenty students to each group (experimental reading, experimental math, control).

The subjects were pretested with respect to achievement in reading and attitude toward reading. A single two-hour training session for the parents of the experimental groups was held prior to the study. The treatment period extended over ten weeks. The parents of the children in the experimental math group were asked to spend the same amount of time doing math games with their children. The control group was made up of children who received neither treatment but had regular classroom instruction. At the end of the study, posttests measuring reading achievement and attitude toward reading were given to all groups.

The first research hypothesis predicted that there would be no significant difference in the reading achievement scores of students in the experimental reading group and students in the experimental math and control groups. This hypothesis was accepted.

The second research hypothesis predicted that there would be no significant difference in the attitude toward reading scores of students who participated in the playing of prescribed reading games with their parents and students in the experimental math group and the control group. The analysis of covariance for attitude indicated that being a member of the experimental reading group had a significant effect on student attitudes which was related to a more negative attitude after the experience. The second hypothesis was rejected.

AN INVESTIGATION OF FIRST-GRADERS' ORIGINAL NARRATIVES AS A REFLECTION OF SCHEMA FOR STORY AND OF THE RELATIONSHIPS BETWEEN SCHEMA FOR STORY AND READING READINESS AND READING ACHIEVEMENT

Order No. DA8403348

PLEASNICK, WALTER EARNEST, PH.D. *Georgia State University - College of Education*, 198. 163pp.

Purpose. One purpose of the study was to assess first-graders' awareness of story structure to determine to what extent children have acquired schema for story. The second purpose was to determine whether there are relationships between acquisition of schema for story and reading readiness and reading achievement.

Methods and Procedures. In September, 65 beginning first graders told original stories which were analyzed for the presence of story grammar elements (Stein & Glenn, 1979). Subjects were given the *Metropolitan Readiness Test* (MRT) and a test of letter-name knowledge. In June, subjects were given the *Metropolitan Achievement Test* (MAT).

Descriptive statistics were used to analyze children's use of story grammar elements; correlational statistics were used to investigate relationships between schema for story and other readiness factors; and multiple regression procedures were used to test the predictive relationship between schema for story with various readiness factors and reading achievement.

Results. Approximately 95% of the subjects' stories included the elements Setting and Initiating Event, but few included the element Reaction; other elements occurred in half or more of the stories.

The Total Score from the MRT and the score for the visual discrimination subtest were moderately correlated with the measure of schema for story (SSTS). No significant correlation was found for SSTS and the scores for auditory discrimination or letter-name knowledge.

The best single predictor of end-of-first-grade reading achievement when measured by the MAT was the Total Score from the MRT; however, an increased amount of the variance in reading achievement was accounted for when SSTS was added to the MRT. By itself, SSTS accounted for a small but significant amount of the variance in reading achievement.

Conclusions. In children's narratives there is a range of occurrence of story grammar elements; some elements are rarely used and others are often used. The measure of schema for story used in this study appears to assess factors related to but distinct from factors measured by traditional reading readiness instruments. When used alone in a predictive model or when combined with other readiness measures, SSTS has limited potential as a predictor of children's achievement as measured with MAT.

THE RELATIONSHIP BETWEEN CHILDREN'S CONCEPT OF STORY AND READING COMPREHENSION OF NARRATIVE PROSE

Order No. DA8402123

ROSE, MARY LOUISE ROGERS, ED.D. *North Carolina State University at Raleigh*, 1983. 185pp. Supervisor: Mary Dunn Siedow

The purpose of this study was to determine if a significant positive correlation exists between children's concept of story and their reading comprehension of narrative prose. At each grade level the correlation between concept of story and comprehension of narrative prose was expected to be greater for above average than average and below average readers. Differences in concept of story were expected due to grade and reading comprehension level.

The 90 third and 90 sixth grade subjects in the study were divided into above average, average, and below average comprehension groups based on their *CAT* comprehension percentile ranks. The comprehension of narrative prose was measured by subjects' performance on cloze passages. Concept of story was measured by two tasks: (1) a story production task and (2) a story rating task. Story difference scores were determined by how consistent subjects' ratings of passages were with the Stein and Glenn (1979) story grammar.

A significant positive correlation was found between the comprehension of narrative prose and concept of story as measured by story difference scores but not by story production scores. The correlation between concept of story and the comprehension of narrative prose was not greater for above average than average and below average readers. Older readers exhibited more well-developed concepts of story when concept of story was measured by story difference but not by story production scores. At each grade level, above average readers exhibited more well-developed concepts of story than average and below average readers when measured by story difference scores but not by story production scores. Concept of story represented by story difference scores explained a significant portion of the variance in the comprehension of narrative prose after grade, IQ, and reading achievement.

Concept of story was significantly related to the comprehension of narrative prose when measured by story difference scores. Differences in concept of story existed due to grade and reading comprehension level when concept of story was measured by story difference scores. Grade, IQ, reading achievement, and concept of story, made significant contributions to the comprehension of narrative prose as measured by cloze scores.

AN INVESTIGATION OF THE RELATIONSHIPS AMONG SELECTED INSTRUCTIONAL ENVIRONMENTS, PREFERENCES FOR THE LEARNING STYLE ELEMENT OF DESIGN, AND READING ACHIEVEMENT TESTING OF NINTH GRADE STUDENTS TO IMPROVE ADMINISTRATIVE DETERMINATIONS CONCERNING EFFECTIVE EDUCATIONAL FACILITIES

Order No. DA8322769

SHEA, THOMAS CHARLES, ED.D. *St. John's University*, 1983. 187pp.

This investigation hypothesized that students tested in environments that were congruent with their diagnosed preferences for Design would achieve significantly higher reading comprehension scores than their peers tested in incongruent environments.

The Dunn, Dunn, and Price *Learning Style Inventory* (*LSI*) (1979) was administered to the total population of 410 ninth graders attending a Suffolk County, New York junior high school to determine each student's preference for Design. Youngsters who evidenced strong Design preferences (above 70 and below 30 on the *LSI*) then were screened for IQ; only those whose IQ scores were within the 85-115 range were included in this study.

A total of 32 ninth grade students comprised the sample population. Those who preferred a formal Design and those who preferred an informal Design then were assigned randomly and equally to one of the two experimental groups.

Experimental Group A was tested in a formal Design environment containing hard wooden and steel chairs and desks. Experimental Group B was tested in an informal Design comprised exclusively of upholstered chairs and sofas, pillows and carpeting. Student performance was assessed through the *Metropolitan Achievement Test, Reading Comprehension Subtest* (1978). A 2 x 2 ANOVA was utilized to analyze the data.

The analysis evidenced a significant interaction beyond the .001 level between learning style preference and the environmental Design. Specifically, the mean reading comprehension scores of the ninth graders tested in an environment congruent with their diagnosed learning style preferences for Design were significantly higher than those of their peers tested in an incongruent setting.

Those findings substantiated that: (a) individuals do differ in their preferences for Design; (b) when preferences are matched with complementary environmental Designs, reading comprehension scores are significantly increased; and (c) administrators need to provide for individual Design preferences within educational facilities if students are to perform at their maximum potential in testing situations.

SEX-ROLE IDENTITY OF CHILDREN AND ITS RELATIONSHIP TO THE SEX-ROLE IDENTITY OF PARENTS AND TEACHERS, AND TO READING INTERESTS, ATTITUDES TOWARD READING, AND LEVEL OF READING PROFICIENCY

Order No. DA8405659

TURNER, MARY ANNE, ED.D. *Lehigh University*, 1983. 111pp.

The major purposes of this study were to investigate: (1) relationships between the sex-role identity of children and parents and teachers, (2) the relationship between the sex-role identity of children and attitude toward reading in general, and toward interest in particular kinds of stories, and (3) the relationship between sex-role identity and reading ability.

The subjects were 97 fifth grade students from Palmer Elementary School in Easton, Pennsylvania, 95 mothers, 67 fathers, and 34 teachers. The teachers had taught the children from kindergarten through fifth grade.

Sex-role identity was determined by administering *The Bem Sex-Role Inventory*. Children's attitudes toward reading were measured by *The Estes Reading Attitude Scale*. Their interest in story character gender was determined by the use of three stories written by the researcher: one with male characters, one with female characters, and another with mixed-characters. The Total Reading Battery subtests of *The Stanford Achievement Test* were used to determine reading ability.

To identify sex-role identities, the statistical analysis was the *t*-ratio. The Pearson product-moment technique was used to correlate the scores of *The Estes Reading Attitude Scale* and the Total Reading Battery subtests of *The Stanford Achievement Test*. The χ^2 statistical procedure was used to analyze the significance of the stories chosen as most interesting, to analyze the relationship between the children's sex-role identities and attitudes toward reading, and to analyze the relationship between the children's sex-role identities and reading ability.

The analyses of data revealed that: (1) The highest percentage of students within each category, masculine, feminine, and androgynous sex-role identities, paired with mothers with feminine sex-role identities and with fathers with masculine sex-role identities. (2) Effect of teacher sex-role identity upon children's sex-role identity was inconclusive. (3) A significant relationship existed between sex-role identity and attitude toward reading. (4) A nonsignificant relationship existed between sex-role identity and reading ability. (5) A significant relationship existed between boys and girls and their interest in the mixed-character story. (6) A significant, positive correlation existed between attitude toward reading and reading ability.

THE RELATIONSHIP OF VOCATIONAL IDENTITY TO READING ACHIEVEMENT AND LOCUS OF CONTROL IN COMMUNITY COLLEGE STUDENTS

Order No. DA8405846

VARGAS, JUDITH A., ED.D. *Northern Illinois University*, 1983. 184pp.

This study examined the relationship of vocational identity to reading achievement and to locus of control in community college students. These relationships were analyzed by sex, age, student status, racial or ethnic background, current employment status, education of mother and father, and the occupational classification of mother and father. The study also assessed the comparability of community college students' mean scores to the normed means for four-year college students on the instrument used to measure vocational identity.

A total of 196 students participated in the study. Participants completed a Student Profile Sheet, My Vocational Situation (MVS) (Holland, Daiger, & Power, 1980), the Nelson-Denny Reading Test, Form C (Brown, 1973), and the Adult Nowicki-Strickland Internal-External Scale (Nowicki & Duke, 1974). An .05 alpha level of significance was used.

An analysis of the data showed that there was no significant relationship between vocational identity and reading achievement; that there was a significant inverse relationship between vocational identity and locus of control, indicating that as vocational identity increased, locus of control became increasingly internal; and that the community college sample did not differ significantly from the normed group on the Vocational Identity scale of the MVS, but had significantly lower mean scores on the Occupational Information and Barriers scales indicating that the community college student perceived a need for more occupational information and perceived more obstacles which prevented attainment of a career goal than the four-year college student.

In the examination of secondary variables, full-time student status was found to be a significant variable in the relationship of vocational identity to locus of control and had a stronger relationship than part-time student status. The results were inconsistent for the other secondary variables examined.

READABILITY AND THE COGNITIVE - CONCEPTUAL ASPECTS OF READING: AN ANALYSIS OF THE RESEARCH AND LITERATURE (1962-1982) AND SELECTED INTERPRETIVE MODELS

Order No. DA8327442

WILLIAMS, NORMA J., PH.D. *The University of Iowa*, 1983. 394pp. Supervisor: Professor Bradley M. Loomer

The purpose of this study was to analyze and categorize the literature and the relevant research over the past twenty years (1962-1982) dealing with the cognitive-conceptual aspects of readability and to summarize these findings. In addition, the study provides some interpretations of these findings and offers some noticeable trends. A specific task of the study was the development of graphic interpretive models for reading based on cognitive growth and development, and the conceptual aspects of reading as expressed by various experts in the field.

An overwhelming majority of the research supported high reading performance and language achievement levels as being significantly associated with the cognitive-conceptual level or style of a student. They are deemed predictive relationships influencing the student's efficient use of decision-making strategies and activities in the reading comprehension process. Knowledge of students' cognitive levels by educators, psycholinguists and learning theorists has taken on new significance as a prerequisite for reading instruction.

Investigators have placed considerable importance on the cognitive identification and mapping of student strengths and weaknesses as a tool for increasing the understanding of reading problems and to provide alternatives in instructional methods and materials. Textbook writers need to go beyond the use of readability formulas in analyzing instructional materials for factors (e.g., illustrations, graphic stimuli, format, inferences, memorial demands, abstractness, interestingness, organization, word order, critical reading factors, logic, reader attitude and motivation) which may contribute to increased reading comprehension. The designing of texts to make them more suitable for students at different levels of cognitive-conceptual growth is a growing area of concern. The developed interpretive models will provide direction for future experimental research on cognitive styles. This would provide a basis for improved academic achievement and for the development of more effective instructional materials.

This study includes 12 interpretive models developed by the researcher based on the cognitive-conceptual aspect of reading as suggested by the following authors: Ausubel, Novak and Hanesian; Bransford; Campbell; Gray; Hayes and Lotto; Lindsay and Norman; Miller and Kintsch; Schank; Shirley; Strahan; and Wildman.

THE EFFECT ON SEVENTH-GRADE READING ACHIEVEMENT OF CONGRUENCE BETWEEN MOTHER AND CHILD'S PERCEPTION OF CHILD'S PERSONALITY TRAITS

Order No. DA8323732

WOLSKI, PAUL IGNATIUS, PH.D. *Hofstra University*, 1983. 255pp.

The purpose of this study was to investigate the effect of congruence between mother and child's perception of the child's personality traits on seventh-grade student reading achievement.

Related literature suggested that what children think of themselves and what parents think of their children are valuable factors in school achievement, but what the children think their parents are thinking about them appears to be of even greater importance.

Hypotheses were tested to determine (1) whether congruence of perception could predict reading achievement and differentiate levels of reading achievement, and (2) whether stronger feelings of certitude in predictive ability accompanied significantly more congruence predictions.

Forty seventh-grade students, with IQs between 90 and 110, and their mothers participated. Responding to the *Jr.-Sr. High School Personality Questionnaire*, students made self-assessments and, using an adapted *HSPQ* format, predicted the responses they believed their mothers would make when assessing them. Children's reading achievement was measured by the Reading Test Survey, Intermediate level, of the *Metropolitan Achievement Tests*. Certitude Scales, designed for this study, were administered.

Mothers assessed children using an adapted *HSPQ* format, and predicted the actual responses of children, completing Certitude Scales also.

Regression analyses showed that degree of congruence between mothers' assessments and children's predictions of mothers' assessments significantly predicted reading achievement. *Actual* personality assessment by children was not as useful as a predictor as were the *perceived* and *predicted* assessments by mother and *predicted* assessments by children.

Lower congruence of perceptions tended to accompany lower reading achievement scores but not significantly so. For children feelings of certitude in predictive ability produced more pronounced, but not significant, differences in congruence. For both mothers and children expressions of high certitude did not produce generally higher congruence.

The study suggested that interpersonal relationships between mother and child, especially a female child, constitute part of the emotional basis of reading achievement. A role for the mother in middle-school remedial reading programs was implied. Greater congruence of perceptions between mother and child might be achieved through a counseling component in reading programs, with consequent improvement in children's reading achievement.

TEACHER INFLUENCE ON THE READING ATTITUDES AND READING BEHAVIOR OF SEVENTH GRADE LANGUAGE ARTS STUDENTS

Order No. DA8328464

WOOTEN, ANN MARTIN, ED.D. *The University of North Carolina at Greensboro*, 1983. 111pp. Director: Donald W. Russell

Reading instruction has fallen short of meeting one of its primary goals--fostering positive attitudes toward reading. While credence has historically been given to the role of positive attitudes in student learning, relatively little research has been undertaken which focuses on reading attitude. Although greater interest has been shown in attitudes toward reading during the last ten years, research in this affective area of reading remains less than that which has been conducted in the cognitive area.

A number of factors were cited as influencing student reading attitudes, reading behavior of parents, availability of reading materials in the home, the value parents and peers place on reading, self-concept, teachers' attitudes toward reading, student interests, and classroom organization and instructional programs. This study examined the influence of teacher attitudes toward reading on the reading attitudes and reading behavior of their students.

Eight junior high schools in the Winston-Salem/Forsyth County, North Carolina school system were randomly selected from which to draw subjects for the study. Twenty-five teachers participated. They solicited student participation from their first period seventh grade class of reading/language arts. Student subjects numbered 427.

The study was begun during the fifth week of the school year. Teacher and student attitudes were assessed at that time using the reading section of the secondary form of the Estes Attitude Scales and a similar self-developed instrument. Students completed reading record cards at four-week intervals during the study. They recorded books, magazines, and other printed materials which they had read of their own volition. Students responded to both reading attitude surveys a second time during the final week of data collection.

Raw student data were merged to form class attitude and reading record means. The Pearson product-moment formula was computed for each statistical analysis. No statistically significant correlation was found between teachers' reading attitudes and the reading attitudes of their classes. Likewise, no statistically significant correlation existed between teachers' attitudes toward reading and the amount of student free reading. A statistically significant, low positive correlation was found to exist, however, between student attitude toward reading and the amount of student free reading.

Copies of the Dissertations may be obtained by addressing your request to:

University Microfilms International
Dissertation Copies
Post Office Box 1764
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3043